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CAREER EDUCATION

STATE PLAN

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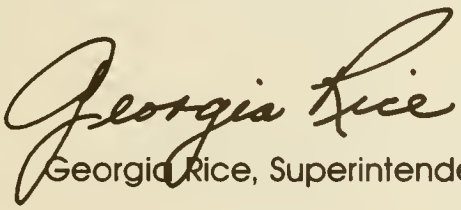

Georgia Rice, Superintendent

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MONTANA CAREER EDUCATION STATE PLAN

I. INTRODUCTION

Purpose

The purpose of this State Plan is to provide guidance for the implementation of career education in the local school districts of Montana during the five fiscal years beginning in 1979 and ending in 1984. The Plan also identifies appropriate resources, including personnel, curriculum materials and funding, which are available to assist local schools in carrying out the goals of career education.

Two basic assumptions underlie the development of this State Plan. The first is that a primary responsibility of schools is to prepare students for a successful transition from education to the world outside the classroom. The second asserts that students will be more motivated to learn if they see relationships between what they are being asked to do in school and what they will later do in their adult roles as producers, consumers, family members and citizens.

Definition and Rationale

Career education is appropriately defined as an instructional strategy which extends the academics to the world outside the classroom. Because it links the "3 R's" to the outside community, it is properly viewed as a concept or an idea, not a program separate and apart from regular instruction. Career education aims to improve the outcomes of education by relating teaching and learning to the concept of career development. With such a mission,

it becomes a kindergarten through adult education effort of schools to create linkages between school and community and to prepare all students for life roles, including work roles, which are satisfying, meaningful and productive.

There is an increased awareness that a solid background in basic academic skills is vital for success in any human endeavor. Career education serves as a vehicle for use in increasing basic academic skills. Leaders in career education promote it as a means of bringing needed relevancy to curriculum and as a method of creating important linkages between schools and communities. There is no conflict between career education and the back to the basics idea since the "basic" mission of career education is to improve the instructional efforts of schools, thus more effectively preparing students to enter the world of paid employment and to assume other major life roles.

Career education is a collaborative effort involving the home, the school and the community. It is student centered and encourages individuals to gain an understanding of themselves and their present and future roles in society.

A. Career education facilitates development of self-understanding and positive attitudes toward self by:

1. engaging individuals in activities designed to develop an awareness of personal characteristics and of relationships with others.

2. helping to develop an understanding and appreciation for individual differences and for the dignity and worth of every individual.

3. helping individuals understand and accept their personal interests, aptitudes, traits, needs, values and physical assets and limitations.

B. Career education facilitates development of an understanding of the world of work and positive attitudes toward work by:

1. including student activities which develop an understanding of the world of work, its nature and structure.

2. involving individuals in activities which develop an awareness of a broad range of occupational options and an appreciation for the importance of all types of work.

3. providing opportunities for exploration of various leisure pursuits and volunteer activities.

4. helping to develop an awareness of the interdependency of workers and of those human relations skills needed for sustained employment and career advancement.

5. motivating individuals to explore and test interests and aptitudes through short-term experiences in a variety of occupations and leisure pursuits.

C. Career education facilitates career decision-making and planning by:

1. motivating individuals to assume greater responsibility for their own career planning.

2. alerting individuals to projected needs for workers in various fields.

3. helping individuals relate their personal interests, abilities, needs and values to available avocational and occupational opportunities.

4. developing an awareness of educational opportunities and their relationship to possible careers.

5. prompting individuals to engage in exploratory work experience and to establish tentative occupational and educational objectives.

6. including activities to develop student awareness of labor and management expectations and of behaviors that will enhance employability.

7. helping prepare individuals for changing occupations when required or desired.

D. Career education motivates individuals to prepare for employment, further education and productive use of leisure time by:

1. helping individuals develop positive attitudes toward learning as an opportunity to prepare for future life roles.

2. helping students recognize that occupations realistically require varying kinds and levels of education and training.

3. providing background and preparation for occupations ranging from those requiring basic competencies to those requiring a high level of specialization.

4. encouraging young people to simultaneously prepare for several post-high school options.

5. recognizing the community as a major component of the learning environment.

As an instructional strategy, career education aims to improve educational achievement by relating school programs to their application in pursuits outside of school. Career education recognizes the home and the community as major components of the learning environment. By blending academic and vocational experiences through infusion in all subjects and at all grade levels, career education deals with relationships between education and work and the transition of students from school to the world outside the classroom.

Prior Activities and History

Career education has been evident as an instructional practice in many Montana schools for a number of years. Only a few local districts, however, have formalized their approach to career education by specifying student outcomes and instructional goals and activities for each grade level. Those districts which have developed an effective local response to career education, or at least to some aspects of it, are identified in the accompanying publication titled Career Education Resource Directory.

The Office of Public Instruction under Superintendent Georgia Rice placed the full-time position of Career Education Consultant within the Division of Basic Skills in January of 1977. This demonstrated the Office of Public Instruction viewpoint toward career education as being a means of improving existing instructional programs.

While Montana has participated in only the last 12 months of state planning supported by the Office of Career Education under provisions of Section 406 of P. L. 93-380, it has taken full advantage of other state efforts initiated during the first round of state plan funding which began in July of 1976. Montana's state planning efforts officially began on July 1, 1977 with award of a grant from the Office of Career Education.

The impetus for career education in Montana was initially provided through vocational education. In early 1972 the Vocational Guidance Supervisor in the Office of Public Instruction was assigned additional responsibilities as Career Education Coordinator. This resulted in the formation of a Career Education Steering Committee which deemed it necessary to gather baseline data relative to the need for career education. Accordingly, a career education opinionnaire was distributed on a random sampling basis to four groups: a) teachers and counselors; b) administrators; c) Chamber of Commerce presidents; and d) students.

The opinionnaire consisted of 15 objectives which had been identified by the U. S. Office of Education as basic to developing and carrying out career education. A review of the opinionnaire results indicated general agreement with these U.S.O.E. career education objectives.

The state steering committee then completed plans for six regional workshops to disseminate results of the opinionnaire and to deal with frequently asked questions regarding career education. These workshops were held in March of 1973 and resulted in two conclusions: a) recognition of a need for a career education implementation guide; and b) interest in having the Office of Public Instruction act as a clearinghouse for career education resources.

A draft of a career education handbook was begun in 1973, and the Career Education Coordinator assumed a leadership role among state career education practitioners by organizing regular meetings. The handbook was never formally adopted by the Office of Public Instruction. The meetings of state personnel involved in career education proved to be a vehicle for sharing ideas on program development, but they failed to stimulate a more general interest in career education.

In late 1973 the Office of Public Instruction cooperated with Dr. Norman Gysbers (University of Missouri) in awarding a contract to selected career education practitioners in Montana for the purpose of developing a guidance-based career education model. The resulting publication was mailed to each counselor in Montana.

More recent activities in career education include the following:

1. 1976 - Appointment of a full-time Career Education Consultant in the Office of Public Instruction.

2. 1977 - Receipt of a grant from the Office of Career Education for development of a State Plan in Career Education.

3. 1977 - Appointment of a State Advisory Committee for Career Education by Superintendent Georgia Rice.

4. 1977 - A statewide career education survey of parents, students, labor, business, teachers, counselors and administrators.

5. 1977-78 - Development of MECCA--Montana Effort for Collaborative Career-ed Action--A local and state-level collaborative effort designed to influence policy-makers whose decisions affect career education.

6. 1978 - Declaration by Governor Thomas Judge of "Career Education Week" during May 7-12.

7. 1978 - The first State Career Education Conference designed to communicate the concept and to demonstrate effective career education practices.

8. 1978 - A "Cooperative Design for Career Education Project" sponsored by Mountain Bell and involving Butte, Helena, Great Falls and Missoula designed to demonstrate the effectiveness of community resource persons in supporting the instructional efforts of teachers.

II. NEED

Evidence of the need for career education in Montana is most visible through the ongoing Montana School Testing Service (MSTS) and the 1977 State Needs Assessment for Career Education. MSTS tests, limited to sixth and twelfth grade students, are widely used in Montana schools on a voluntary basis. The existing MSTS tests, "Careers," contains five validated subscales within both the sixth and twelfth grade tests. The sixth grade subscales are: a) career awareness and b) awareness of job focus. The twelfth grade subscales are: a) career awareness, b) career preparation, and c) personal capabilities.

Other MSTS tests relate directly to the Office of Public Instruction philosophy and definition of career education as a concept. Included among this group of tests are the following: Communication, Fitness, Citizenship, Lifelong Learning, Character, Attitude (Toward School), Cooperation, Environment, Change, Consumer Mathematics, and Consumer Knowledge and Attitudes.

A State Needs Assessment for Career Education was administered during the fall of 1977 to a stratified random sample population of 1,358 students in grades 6, 9 and 12. Thirty-one school districts, randomly selected and geographically representative of Montana, participated. The student survey was designed to determine the level of career maturity among Montana students, their expectations, both occupationally and educationally, and areas of particular need which can be dealt with through career education.

Also participating in the statewide career education survey were representatives from the following groups: parents, business, labor, higher education, teachers, counselors and administrators. This portion of the

survey was designed to determine the opinions of these groups regarding school priorities and their attitudes regarding the educational needs of students. Instruments used to survey these groups also attempted to ascertain the level of understanding among each group relative to career education. Information on the kind and extent of state and community resources also was gathered.

Needs Assessment Findings

The statewide needs assessment pointed out several areas of specific need. Among the representative student population, it became obvious that nearly one-third of Montana's high school graduates leave school describing their future occupational and educational plans as "indefinite." In general, results from the parent survey indicated that parents have higher expectations for their children than do the children for themselves. Respondents to the parent survey were in accord in agreeing that the school curriculum should give more emphasis to career selection and career preparation in high school. They also thought that the elementary school curriculum should introduce students to careers.

Educational groups surveyed, specifically teachers, counselors and administrators, generally felt that teachers do not understand the concept of career education. They felt that inservice training in career education is needed.

As a general summary all groups surveyed thought that career education and the teaching of students about the opportunities which exist in today's world were not being handled well. The respondents agreed that students should graduate from high school with an understanding of educational/occupational opportunities, that class work should apply to the world outside the classroom, and that students should be taught job hunting and job getting

skills. There was general agreement that career education and vocational education are different. In addition, most respondents agree that students should be assisted to recognize stereotyped views of male-female roles.

A Prioritized Educational Needs Survey was administered to determine 1) if educators and non-educators were in general agreement about basic educational goals and 2) what goals are necessary for future program planning.

The need designated as the number one priority by all educational groups (elementary and secondary teachers, counselors and administrators) was "Develop basic skills in reading, writing, speaking, mathematics and listening." Results from the Business and Industry Survey showed agreement that good basic academic skills are a number one priority. The labor data indicated, however, that having specific occupational skills is more important for students.

"Develop personal values, self-respect, pride in work and a feeling of self-worth (includes moral and ethical responsibility, good character and discipline)" was noted by all educational groups as the second highest priority. This was not a need included in the Labor, and Business and Industry Surveys.

On the one hand, administrators and elementary teachers favored "Learn to cooperate effectively with individuals with whom we work and live (includes concepts of individuality and team work)" as the third priority. This also was considered a high priority area by the labor, business and industry respondents.

On the other hand, counselors and secondary teachers considered "Gain a general education (includes science, social studies, literature, fine arts, etc., as well as learning to examine and use information and to think

logically and rationally)" as the third priority. To be able to "reason and think" also was listed as a very high priority by labor, business and industry respondents.

All groups thought that "Develop a desire for learning now and in the future (includes attitude toward education and lifelong learning)" was high in priority. This item was not included in the Labor, and Business and Industry Surveys.

Of the 15 items to be prioritized, it appears that the five discussed thus far are of primary concern. The cognitive items (developing basic skills and gaining a general education) are high priorities which, according to survey participants, are being accomplished satisfactorily. The affective areas of development (developing personal values, learning to cooperate, and developing a desire for learning) are areas in which educators believe there is need for improvement.

From the responses of the labor, business and industry questionnaires, it may be implied that basic academic and occupational skills are of the highest priority, and the abilities to "reason and think" and "accept responsibility" are also of particular importance.

Results of this needs assessment were used to develop priorities for the one- and five-year plan. Those interested in the complete text of the needs assessment as compiled and analyzed by the National Center for Career Education are asked to contact the Office of Public Instruction.

III. PROGRAM STRATEGIES

In order to meet the goals for career education in Montana as contained within this State Plan, it is necessary to consider changes in some traditional roles and responsibilities. Thus, it is pertinent to review some areas and issues which are likely to have major impact on the success of career education. That review follows:

Curriculum

Career education and the "back to the basics" movement are not mutually exclusive. Career education is properly thought of as a vehicle for use in improving basic academic skills, skills which are rightfully a prerequisite for success, particularly in the world of paid employment. Almost all students see themselves as individuals who will someday work; and since basic skills can be seen as necessary for almost all kinds of work, career education as a motivational approach can provide a long-term sense of purposefulness.

The most basic changes in education are those which occur in the teaching-learning process. The following changes in the teaching-learning process are significant in effecting curricular changes:

1. A change toward emphasizing education as preparation for major life roles (producer, consumer, family, citizen) as a goal of all who teach and of all who learn.

2. A change toward expanding all curricular areas in ways that provide meaningful substance and opportunities for choice by both those who plan to pursue further education and by those who do not.

3. A change toward emphasizing performance evaluation as an important way of assessing student achievement.

4. A change toward providing students opportunities to acquire general career skills (including both basic vocational skills and good work habits) that can be useful in a wide range of occupations.

5. A change toward using persons from the business-labor-industry-professional-government community as resource persons in the classroom.

6. A change toward increasing work experience opportunities for students that take place outside of the school as one means of supplementing (Note: NOT substituting for) student learning in the classroom.

7. A change toward teacher efforts aimed at enhancing career development, including career decision making, on the part of all students.

Counseling, Guidance, Placement and Follow-Up

According to the statewide needs assessment, counselors in Montana appear to have a better understanding of career education than either teachers or administrators. Because of this understanding and since most counselors accept career guidance and, to a lesser extent, placement and follow-up as part of their responsibilities, and because accreditation standards require counselors in all Montana high schools, counselors have potential as change agents in the local implementation of career education. Counselors can work directly with teachers in implementing career education by identifying and providing resources which support existing classroom instruction.

Educational and occupational placement are two responsibilities assigned to school counselors. When considering the high percentage (33%) of seniors who describe their educational and occupational plans as "indefinite," it is apparent that students need assistance in this area. This assistance will be accomplished essentially through school counselors by using as resources such aids as 1) Project VIEW (Vital Information for

Education and Work), 2) computerized occupational and educational information systems, such as Timeshare, currently being used in four of the state's largest high schools, and 3) the expertise of counselors who have organized and who now operate Career Resource Centers within a secondary school setting.

Few Montana high schools now conduct follow-up studies of their graduates. As the implications for curriculum development and program change based on up-to-date follow-up information are profound, this area is considered a priority in the implementation of career education. Counselors with proven success in conducting follow-up studies will be identified during the first year of this State Plan, as will curriculum directors who have used follow-up data in the process of curriculum review and development. Information on these resources and on effective follow-up procedures and techniques will be introduced to counselors through their professional organization, the Montana Personnel and Guidance Association (MPGA), and through a series of regional workshops beginning in 1979.

Special Needs

The initial effort to meet the career education needs of the handicapped and educationally disadvantaged will concentrate on the identification of curriculum materials which can be used by special education teachers. Particular attention will be paid to the identification of pertinent career exploration materials, such as "Project Discovery," in light of evidence indicating that handicapped and educationally disadvantaged individuals have fewer opportunities for employment and for exploration of interest areas that may lead to future employment.

The over 10,000 special education students in Montana, located in 276 separate districts, are served through ten regional special education offices. These offices provide direct services to students and supervise the efforts of regional special education professionals. A member of the Office of Public Instruction Special Education Unit serves on the State Career Education Advisory Committee. The Career Education Coordinator, through this individual, will make arrangements to disseminate appropriate career education information and materials to the ten regional offices.

In addition to work-study programs funded by Special Education in most of Montana's larger districts, Special Education and Vocational Education will mutually support two projects providing cooperative work-study experience to 35-40 special education students during the 1978-79 school year. Funds available through the Career Education Incentive Act will be used to support at least one similar pilot project in an effort to expand opportunities for work-experience among special education students.

Economically disadvantaged youth in the state are served by CETA (Comprehensive Employment and Training Act). The Governor's Office acts as prime sponsor for these funds, and the CETA unit of the Office of Public Instruction serves as a sub-contractor. Every effort will be made to coordinate CETA activities which serve both in-school and out-of-school youth with existing career education programs. The new youth employment legislation greatly enhances the potential for cooperation between CETA prime sponsors and local school districts.

The Department of Vocational and Occupational Services in the Office of Public Instruction contains a staff member responsible for dealing with sex-role stereotyping in vocational education. The expertise of this individual will be tapped in dealing with sex-bias issues which must be resolved during the implementation of career education.

The ESEA Title I Migrant Education Program in Montana serves 1,354 children of migratory agricultural workers. Most of these migrants are temporary summer residents in the Yellowstone River Valley in the eastern part of the state. Staff members in this program have developed an 800 page curriculum guide in career education for the K-6 area. The guide is designed for infusion into existing curriculum and is developed around three major themes of food, clothing and shelter. Many of the student activities permit a bilingual presentation.

As criteria are established for projects under P. L. 95-207, the Career Education Incentive Act, special consideration will be given to the educationally disadvantaged, the handicapped and minorities.

Sex-Role Stereotyping

While the influence of sex-role stereotyping on career choice has been widely documented nationally, few studies in Montana have been conducted in this area. The statewide needs assessment administered during the fall of 1977 revealed some attitude differences which have implications for the future direction of career education.

Females participating in the survey indicated a greater interest than males in occupational choices related to "helping people" while males gave greater importance to monetary values. There was an indication that females make career choices with less confidence than do males. The majority of teachers, counselors and administrators felt that students should be assisted to recognize occupational stereotypes, presumably on the assumption that such recognition will point out the inappropriateness of most stereotypes.

The plan for eliminating the stereotyping of career opportunities by race or sex will begin with the identification of organizations and individuals who have demonstrated success in dealing with this issue. This will include the Human Potential Development Consultant, a position recently added to the Vocational Education Division of the Office of Public Instruction, and the Cultural Awareness staff of OPI, as well as such organizations as the S.E.E. (Striving for Equality in Education) Institute.

Additionally, bias-free curriculum material will be identified and included in the career resources section of this State Plan, as well as a listing of materials which can serve as resources for minorities, particularly for Native Americans.

Career Education Collaboration

Efforts to involve the business, labor, industry, professions, government and community in career education are essential to its success. A statewide survey of business and labor organizations in Montana revealed widespread agreement on the factors needed by students in order to be successful on the job. Good basic academic skills, the ability to reason and think, and the ability to accept and demonstrate responsibility all are considered priorities. Labor organizations generally rate specific occupational skills higher than do businesses, while the latter express a concern about a lack of "economic" awareness among high school students.

If the development of linkages between education and the wider community is to occur, the involvement of business, industry, labor and government must be meaningful. Therefore, the first year of this plan will involve the publicizing of an extremely successful example of collaboration, the

"Cooperative Design for Career Education Project" sponsored in Montana by Mountain Bell Telephone. The essence of this project is a training series which assists community resource people generally (Mountain Bell employees were used as models) to support the instructional efforts of classroom teachers. This project was presented at the First Career Education Conference in Montana during May of 1978 and was further disseminated through regional workshops sponsored by the Office of Public Instruction. Other Montana businesses interested in using this approach to community resources will be identified and assisted in improving their relationships with local school systems.

A project funded by the Office of Career Education and awarded to a private public relations firm in Great Falls is an example of an excellent collaborative effort in Montana. The project, called MECCA (Montana Effort for Collaborative Career Education Action), will be used to help implement the goals of career education. The MECCA collaborators include the Governor's Office, the Department of Labor and Industry, the Commissioner of Higher Education, the Board of Regents, the Board of Public Education, and the Office of Public Instruction. MECCA's major effort during 1977-78 was to identify, throughout Montana, community concerns regarding career education, bring those concerns to the state-level consortium mentioned above, and develop a series of policy recommendations to be presented during the summer of 1978, which can further the cause of career education. Continued communication and cooperation with the MECCA collaborators will be maintained during the early years of this State Plan.

An ad-hoc group of Montana businesses and business leaders exists to assist one another with what is perceived as a dearth of knowledge among both educators and students relative to the free enterprise system. As the objectives of this group coincide with career education, their interest and expertise will be utilized in bringing together resources which assist in teaching

basic economic concepts. Those resources will include people as well as curriculum.

Career Education Advisory Committee

The Advisory Committee for Career Education will continue its contribution to the future direction of career education in Montana. This group, widely representative of business, labor, education, parents, minorities, students and government, serves in an advice-giving capacity to the Office of Public Instruction and also will accept responsibility for monitoring progress of the five-year State Plan.

To assist in development of the Career Education State Plan, Superintendent Georgia Rice appointed the 23-member advisory group in September of 1977 to:

1. Provide recommendations regarding the development of short- and long-range plans for career education.

2. Locate and enlist support and assistance from important state and local groups.

3. Communicate with the National Advisory Council for Career Education, to include suggestions concerning policies and legislation.

4. Review and evaluate data acquired through the statewide needs assessment and determine appropriate priorities for career education.

5. Assume a leadership role in organizing a conference designed to: a) seek reactions of various audiences to the needs assessment data; b) provide information on available resources for career education; and c) help update participants on the current state of career education in Montana.

A list of advisory group members and their areas of representation is included in Appendix A.

At the initial meeting three subcommittees were formed to analyze results of the statewide needs assessment which was conducted under contract

by the National Center for Career Education. A fourth subcommittee on conference planning was organized to assist in preparations for a State Conference on Career Education which will be used as a means of disseminating needs assessment results and for validating the tentative recommendations of the Advisory Group. Subcommittees and their membership are attached as Appendix B.

Following the organizational meeting, which included election of officers, members were given an opportunity to review some of the pertinent legislation which affects career education. Particularly, the intent of P. L. 93-380, Section 406, which established the Office of Career Education, was examined. Implications of S-1328, the Career Education Implementation Incentive Act, were considered with specific emphasis on relationships to both the short- and long-range plans for career education in Montana. Draft copies of state plans from a variety of states were reviewed. This was particularly helpful as Montana's entry into the career education state plan activities did not commence until July 1977, allowing us to benefit from the prior efforts of other states.

Tabulated results of the statewide needs assessment were distributed to appropriate subcommittee members in early December of 1977. This provided an opportunity for the data to be reviewed and considered prior to the January meeting of the full advisory body. At that time subcommittees worked in their separate areas to develop consensus statements on the tabulated results and to develop tentative recommendations for the State Plan. Each subcommittee reported on the findings from their area, and the group-at-large established priorities for their tentative recommendations to the Office of Public Instruction.

Members of each major sub-committee helped disseminate results of the statewide needs assessment during the State Career Education Conference in May of 1978. This served to validate the tentative recommendations made earlier. Individual advisory committee members then reviewed draft copies of the State Plan prior to its publication.

Home and Family Role

The importance of the home and family in the career education process can hardly be overstated. The home is the key to many of the values and attitudes formed regarding work. Parents not only serve as role-models but significantly influence children's attitudes toward job stereotyping. The statewide career education survey included parents and revealed a general lack of understanding regarding career education as a concept but overall agreement that school work should apply to the world outside the classroom. Additionally, the survey revealed that parents have higher aspirations for their children than the children do for themselves. Interestingly, the majority of students stated they would not be inclined to enter a career field recommended by their parents.

The Montana Parent Teachers Association during their annual convention in 1978 passed a resolution supporting career education. Information on the goals, objectives and techniques of career education will be disseminated to parents through their state organization during the second and third years of the State Plan. This information will include guidelines for parents in serving as community resources, stressing the contribution they can make as a classroom resource person in supporting instructional efforts of teachers. Parents will continue to be represented on the Advisory Committee for Career Education.

A filmstrip and tape introducing parents to career education titled "Everyone Can't Be An Astronaut," produced by the National Congress of Parents and Teachers, is available through the Office of Public Instruction, local advisory committees on career education, and the state office of the Montana Congress of Parents and Teachers.

Training and Retraining

A number of opportunities now are available for Montana educators to receive formal training for college credit in the philosophy and implementation of career education. None of these opportunities are presently at the pre-service level. Of the courses available for credit, at least half focus on occupational information or on specific aspects of career education, such as career guidance or career exploration.

A survey of higher education revealed that efforts being made to assist students in their career development, in the higher education institutions, appears to be limited to non-curricular activities. The activities are group based as a career orientation for beginning students or career development seminars and workshops. Most often the career education assistance is a student initiated process in which the student is advised or counseled by another individual.

The Montana College of Mineral Science and Technology, in particular, encourages students to find employment during the summer months in their areas of specialization, provides appropriate internships for students, and makes an effort to develop cooperative education opportunities.

Inclusion of career education elements in teacher preparation programs concentrates on course work. The course work is generally elective

at the undergraduate level but required at the graduate level for a masters in guidance and counseling. Such career courses usually provide sources of information for career decisions rather than providing information in implementing an integrated career education program throughout the educational institution.

The organizational units, within the institutions, exhibiting leadership in developing career education concepts are varied. The School of Education, Vocational-Technical Education Departments, and Office of Student Affairs are those areas most likely to be involved with career education.

Efforts being made to reduce sex stereotyping include: recruitment of women into fields which have been previously male dominated; consciousness of sex stereotyping with a concerted attempt not to stereotype; and helping students become aware of the sex stereotyping in instructional materials.

In general, most career education efforts are based on an occupational definition of career education. The development of the concept of career education as an ongoing process through which the individual gains the knowledge, skills, and values to consciously develop a life style which is satisfying to self and is productive to society, is limited.

These findings were used to develop specific goals for higher education during this State Plan. Those goals are contained in the following section.

IV. ONE- AND FIVE-YEAR PLAN

Based on the statewide needs assessment, the major goals for career education in Montana are located within four areas: 1) Teachers, Administrators and Counselors; 2) Higher Education; 3) Business, Labor, Industry; and 4) Students. Overall objectives for each area, tasks and responsibilities, timelines and projected funding needs follow:

TEACHERS, ADMINISTRATORS AND COUNSELORS

PROVIDE MODELS AND TECHNICAL ASSISTANCE TO LOCAL SCHOOLS FOR THE DEVELOPMENT AND ADOPTION OF POLICIES AND PROGRAMS FOR CAREER EDUCATION.

What Will Be Done	By Whom	When	Funding Needed	Funding Source
Development of a geographically representative State Career Education Resource Team.	Career Education Coordinator	1979	$1,000	Career Education Incentive Act
Monitor results of the MECCA (Montana Effort for Collaborative Career Education Action) policy recommendations to state level agencies.	Career Education Coordinator; Career Education Advisory Committee	1979-80		
Technical assistance given individual school districts.	Career Education Coordinator; State Career Education Resource Team	1979-84	Determined Locally	Local Districts
Give technical assistance to Program Directors of Montana Public Schools funded under provisions of P.L. 95-207.	Career Education Coordinator; OPI Project Exchange Consultant	1980	$5,000	Career Education Incentive Act
Adoption of exemplary Career Education Projects.	Career Education Coordinator; National Diffusion Network (NDN) Facilitator	1980-84	3 adoptions per year thus $12,000/yr.	Title IV

TEACHERS, ADMINISTRATORS AND COUNSELORS (cont.)

PROVIDE STAFF MEMBERS WITH INSERVICE OPPORTUNITIES TO LEARN ABOUT THE INTEGRATION OF CAREER EDUCATION INSTRUCTIONAL CONCEPTS WITHIN EACH SCHOOL'S EXISTING CURRICULUM.

What Will Be Done	By Whom	When	Funding Needed	Funding Source
Presentation to Montana Teachers of Math and Science on materials and resources for integration of career education into the curriculum.	Career Education Coordinator; Math-Science Consultant	1979-80	$600/yr.	Superintendent's Regional Workshops
Encourage districts to join together and seek funding for inservice training.	Career Education Coordinator	1980-84	$7,000/yr.	Teacher Centers; Teacher Corp
Training opportunities will be offered during the State Career Education Conference.	Career Education Coordinator	1980,82, 84	$2,000/yr.	Individual registration
Meetings with elementary teachers; integration of career education into the school curriculum.	Career Education Coordinator	1979-83	$500	Superintendent's Regional Workshops Consultants' Visitations
Meeting with junior high school teachers; integration of career education into the school curriculum.	Career Education Coordinator	1979-83	$600	Superintendent's Regional Workshops Consultants' Visitations
Meetings with high school teachers; integration of career education into the school curriculum.	Career Education Coordinator	1979-83	$600	Superintendent's Regional Workshops Consultants' Visitations

TEACHERS, ADMINISTRATORS AND COUNSELORS (cont.)

ASSIST TEACHERS TO OBTAIN CURRICULAR MATERIALS THAT RELATE ACADEMIC CONTENT TO A CHANGING WORLD AND WHICH CREATE LINKAGES BETWEEN SCHOOLS AND COMMUNITIES.

What Will Be Done	By Whom	When	Funding Needed	Funding Source
Disseminate state plan to interested LEA's.	Career Education Coordinator	1979	$400	Career Education
Presentation to Montana Guidance Counselors on Career Education Resources.	Career Education Coordinator; Guidance and Counseling Consultant	1979-80	$400/yr.	Career Education
Identification and distribution of Career Education resource information and materials to state professional Education Associations.	Career Education Coordinator; selected OPI staff	1979-84	$250/yr.	OPI Basic Skills Unit
Provide curriculum resource material to schools implementing Career Education.	Career Education Coordinator; Projects VIEW and Exchange; NCCE	1979-84	$2,000/yr.	Each Unit

ASSIST SCHOOLS WITH UTILIZATION OF LOCAL RESOURCE PEOPLE AND SERVICES TO GIVE STUDENTS AN ORIENTATION TO THE WORLD OF WORK.

Disseminate the results of the Mountain Bell "Cooperative Design for Career Education" project.	Career Education Coordinator; OPI Audio-Visual Consultant	1979	$200	Career Education
Provide guidelines for school personnel to identify and use local resources.	Career Education Coordinator	1980	$200	Career Education

TEACHERS, ADMINISTRATORS AND COUNSELORS (cont.)

What Will Be Done	By Whom	When	Funding Needed	Funding Source
Provide each interested school with a list of state resources available to assist with their Career Education Program.	Career Education Coordinator	1979-83	$200/yr.	Career Education
UTILIZE COUNSELORS TO IDENTIFY AND DEVELOP UNBIASED CAREER PLANNING TECHNIQUES AND BIAS FREE OCCUPATIONAL INFORMATION FOR STUDENTS.				
Review research and techniques to overcome job stereotyping.	Career Education Coordinator; Human Potential Development Consultant	1980	$600	Career Education; Vocational Education
Review and edit job information for sex bias that is distributed by the OPI.	Project VIEW Consultant; Human Potential Development Consultant	1982-84	$400/yr.	Departmental budgets

HIGHER EDUCATION

FACILITATE COMMUNICATION BETWEEN LOCAL EDUCATION AGENCIES RESULTING IN INCREASED CAREER EDUCATION TRAINING OPPORTUNITIES

What Will Be Done	By Whom	When	Funding Needs	Funding Source
Encourace Higher Education to offer Extension courses (credit) consistent with the State Plan.	Career Education Coordinator	1979-84		Local Districts; Course participants
At least once yearly meet with School of Education Deans' at all teacher training institutions regarding the philosophy and goals of Career Education.	Career Education Coordinator	1979-84	$400/yr.	Career Education
Selected professors preparing teachers will receive information and reference materials sent to Career Education practitioners.	Career Education Coordinator	1979-84	$100/yr.	Career Education
Exchange information with the Counselors and Faculty Advisors in Higher Education on problems faced by beginning students.	Career Education Coordinator; and Guidance and Counseling Consultant	1980-81	$300/yr	Career Education
Serve as a visiting lecturer in Career Education, Educational Methods, and Curriculum Design classes.	Career Education Coordinator	1981-84	$400/yr.	Career Education

BUSINESS, LABOR, INDUSTRY

STUDENTS ARE MADE AWARE OF JOB EXPECTATIONS OF EMPLOYERS.

What Will Be Done	By Whom	When	Funding Needed	Funding Source
Establish communication and dialogue with State JA (Junior Achievement) leaders.	Career Education Coordinator	1980	$100	Career Education
Seek to have (ASPA) American Society of Personnel Administration offer opportunities for selected teachers to attend state and/or regional ASPA meetings.	Career Education Coordinator; Regional Representative of ASPA	1981-84	$200/yr.	Business
Selected school personnel will have on-site orientation to the perspectives of personnel managers and other hiring officials.	Career Education Coordinator; Executive Director State Chamber of Commerce	1982-84	$1,000/yr.	Business

TEACHERS AND STUDENTS WILL UNDERSTAND THE ROLE OF ORGANIZED LABOR IN THE WORLD OF WORK.

Collect and disseminate information from organized labor on apprenticeship training and sources of employment.	Career Education Coordinator; Project VIEW	1983-84	$1,000/yr.	Labor
Cooperate with organized labor to collect materials and resources which depict the history and role of labor in Montana; disseminate pertinent resources through MCSS (Montana Council for the Social Studies).	Career Education Coordinator; Special Projects Consultant	1980-83	$500/yr.	Labor; MCSS: Career Education

BUSINESS, LABOR, INDUSTRY (cont.)

STUDENTS SHOULD UNDERSTAND THAT BOTH BUSINESS AND LABOR VALUE AN EMPLOYEE'S ABILITY TO GET ALONG WITH PEOPLE.

What Will Be Done	By Whom	When	Funding Needed	Funding Source
Encourage Business through the State Chamber of Commerce and Labor through organized labor groups to make educational films, materials and resource persons available to the schools.	Career Education Coordinator; OPI Audio-Visual Services	1980-84	$1,000/yr.	Business and Labor

STUDENT

STUDENT FOLLOW-UP STUDIES AND OTHER TECHNIQUES WILL HELP STUDENTS DEVELOP A REALISTIC UNDERSTANDING OF FACTORS INVOLVED IN CAREER CHOICE.

What Will Be Done	By Whom	When	Funding Needed	Funding Source
Encourage LEA's with existing video equipment to make video tapes of recent graduates-interview style - on their career choice.	Career Education Coordinator; OPI Audio-Visual Consultant Appropriate LEA personnel	1981	$2,000	Career Education Incentive Act
Inservice training for counselors on job placement and follow-up.	Career Education Coordinator; Guidance and Counseling Consultant	1981-84	$2,000/yr.	Career Education Incentive Act; Vocational Education; CETA Prime Sponser
Develop a model Career Guidance Program which relates course selection to future educational/ occupational goals.	Career Education Coordinator; Guidance and Counseling Consultant	1981	$1,500	Career Education
Disseminate examples of follow-up studies and career guidance models.	Career Education Coordinator	1982-84	$1,000/yr.	Career Education Incentive Act
Use video tapes as a basis for discussion in workshops with teachers, counselors and administrators.	Career Education Coordinator; OPI Audio-Visual Consultant	1982	$700	Regional Workshops
Video tapes available to school districts.	Career Education Coordinator; OPI Audio-Visual Services	1983-84	$500/yr	OPI Audio-Visual Services and charge to districts

STUDENT (cont.)

STUDENTS CAN RELATE THEIR VALUES TO THE ECONOMIC AND NON-ECONOMIC ADVANTAGES AND DISADVANTAGES OF A LIFE ROLE.

What Will Be Done	By Whom	When	Funding Needed	Funding Source
Revise Montana School Testing Service "Careers" Test to reflect life roles and State Plan.	Career Education Coordinator; OPI staff; Career Education Resource Team	1980-81	$7,000	Career Education
Obtain career education resource materials; substantially increase the number of references that apply to women, minorities and handicapped.	Career Education Coordinator; Project VIEW; and Human Potential Development Consultant	1979-82	$1,000/yr.	Project Exchange; Project VIEW; Vocational Education; Special Education
Disseminate information on the changing responsibilities of family membership.	Career Education Coordinator; Home Economics Consultant	1981-83	$300/yr.	Career Education; Vocational Education

SCHOOL AND NON-SCHOOL STUDENT ACTIVITIES WILL PERMIT ACTUAL AND/OR SIMULATED CAREER CHOICES.

Encourage teachers and other district personnel to utilize local resources. Examples: students; parents; 4-H agents; VICA sponsors; Junior Achievement sponsors; DECA sponsors; etc.	Career Education Coordinator	1979-84	$1,000/yr.	Career Education
Sample publicity of student non-athletic leadership and work related achievement.	OPI newspaper clipping service	1982-83	$500/yr	Montana Schools

V. LOCAL APPROACHES TO CAREER EDUCATION

It is recommended that Montana schools approach career education systematically in order to insure that career education does not degenerate into a series of courses or become so nebulous that it has no community visibility.

Thus, development of a local plan is a necessary first step. This plan should involve the community and should be endorsed by the school board. Formation of a local career education advisory group widely representative of the community, and given a meaningful role, is an essential part of initial planning. This group cannot only guide development of the plan but can help communicate career education to the community as well as assist in the identification of resources.

The concept of teacher ownership for career education is critical. Without it, major responsibility for carrying out the goals of career education will fall on the shoulders of a few. Teacher ownership will be insured if the planning process involves teachers from the outset, if the process includes identifying district-wide goals, and if the goals so identified are related to individual instructional objectives. For example, a district goal centered on preparing students for lifelong learning should be reflected in instructional goals and methodology for each academic area.

Because of the manner in which career education should be implemented, it is not necessary to write new instructional objectives for each subject or course. As the intent is to infuse the concepts of career education into

existing curriculum, the approach is to use career education activities, with specific learner outcomes, to accomplish original instructional objectives. If the instructional objective is to teach students long division and if the career education learner outcome is to create an awareness of how adults in various life roles (i.e. vocation, avocation, family, citizen) use that math skill, the teacher can invite a resource person to discuss specific examples of the need to use that particular skill. This neither diminishes the academic content nor takes undue advantage of a community resource. Rather, it may motivate some students to learn since they can now see an application of subject content; the approach has the additional advantage of expanding occupational horizons of students.

All instructional objectives cannot and probably should not be met through career-related activities. Some career education outcomes can stand by themselves, for example, some of those relating to self-awareness, attitudes, and work experience, and need not be necessarily tied to any curricular area.

There are many statements of goals, objectives and outcomes for career education. Comprehensive sets of outcomes have been developed by such agencies as the U. S. Office of Education, the Arizona State Department of Education and Partners in Career Education from Arlington, Texas. Information of these and other student outcomes can be obtained from the Office of Public Instruction.

Conducting A Local Needs Assessment

The value of a needs assessment as part of the planning for implementation of career education lies in the opportunity to identify strengths and weaknesses and thereby utilize the most appropriate available resources.

The goals of the needs assessment might be to:

1. determine the relationship of career education goals to the general educational goals of the community.

2. identify some of the school and community resources available to support career education.

3. determine areas of need for program direction and resource allocation.

Since career education is a broad concept, it likely will be impractical to assess all areas of need in one year. Districts are encouraged to use available resources for conducting the local needs assessment, including all facets of the Montana Educational Assessment Program, specific needs assessment instruments available through the Office of Public Instruction, and OPI's school/community assistance services which are designed to actively involve communities in educational decision-making.

It is well to keep in mind that the purpose of any needs assessment is to determine the discrepancy between what is and what ought to be. This principle is based upon an assumption that goals and objectives have been identified prior to the needs.

Grant Application Procedures

The advent of federal implementation funding through the Career Education Incentive Act will provide a stimulus to local schools to initiate career education. Because the funding will be limited and because Montana has such a large number of school districts (617) that conceivably would be eligible, specific criteria will be prepared by the Office of Public Instruction to guide the impact of these funds on the statewide implementation of career education.

Procedures used by ESEA Title IV for disbursement of funds will serve as a model. Every effort will be made to be sensitive to some of the special

geographical factors faced by this state, particularly those of space and population sparsity.

The Career Education Advisory Committee will be used to help make determinations regarding categories for funding, criteria for grant approval, and application review procedures.

Grant applications will be solicited through the office publication, Montana Schools, and through a notification mailed to eligible participants. The field coordinators for the three Educational Service Areas will assist with grant notification and will contribute to the grant review process.

Office of Public Instruction professional staff, particularly those consultants in the Basic Skills Unit, will receive inservice training on the criteria for eligibility and general implications of Career Education Incentive Act funds. These consultants are in frequent contact with local school superintendents and are in an excellent position to monitor projects funded under this Act.

Important factors to be considered in the grant administration are:

1. The level of federal financial assistance.

2. The level of state financial assistance.

3. The availability of state education agency staff to monitor LEA programs.

4. The ease with which existing fiscal and other computer programs can be modified for the management of projects developed as a result of this Act.

All proposals will be competitive and will go through a review process after the application deadline. The Career Education Consultant in the Basic Skills Unit will guide development of the review process to insure that guidelines for applications are fair, consistent with the law and meet the specific goals of career education for the State of Montana.

VI. DISSEMINATING INFORMATION ABOUT CAREER EDUCATION

For career education to be widely implemented in Montana, it must have a broad base of support within the educational community, be seen as a viable concept by school patrons, and be supported by those making decisions about educational priorities.

The Montana Career Education Plan, based on the definition stated in the introduction, will be disseminated in the following manner:

Personal contacts. Utilizing members of the State Career Education Resource Team, the Advisory Committee for Career Education, and contacts, particularly with school superintendents arranged through school visitations, the State Plan will be communicated and available to all who express an interest.

Newsletters. The Office of Public Instruction provides information to over 17,000 Montana educators, citizens and organizations through periodic newsletters from office consultants. This network will be tapped and used to carry information about career education, the State Plan, and specific resources which assist with implementation.

Montana Schools. Montana Schools, a publication of the Office of Public Instruction, is mailed to all schools and has a monthly circulation of 17,500. It contains feature articles as well as related educational news items. It is planned to have one feature article on a local district's approach to career education during year two of this plan. The district so

selected for this article will be one which has used federal implementation funds available through the Career Education Incentive Act and which can, therefore, provide an example to other interested schools in how to initiate career education.

State association meetings. A number of professional associations operate within the state; membership in these groups include the consultants within the Basic Skills Unit, which is where the position of Career Education Consultant is located. Such groups include the Montana Personnel and Guidance Association, the Montana Council for the Arts, the Montana State Reading Council, the Montana Council for the Social Studies, the Montana Council of Teachers of English, the Montana Council of Teachers of Mathematics, and the Montana Council for Science Education. Opportunities to address these organizations will be arranged through appropriate Office of Public Instruction staff members and the State Plan will be presented and discussed.

Mailings to school superintendents. County and district superintendents will be notified of the State Plan and will be given an opportunity to request copies for review. Copies of the Plan will be available through the Field Coordinators in the Office of Public Instruction and through the Career Education Consultant.

Other. The State Plan also will be shared with the Office of Career Education (U.S.O.E.) and the various State Departments of Education. Copies will be provided to other state agencies such as the Governor's Employment and Training Council (the CETA Prime Sponsor), the Montana Job Service, the Department of Community Affairs, the National Center for Career Education, and teacher trainers within the six units of higher education.

VII. YEARLY ACTIVITIES

The following projections of state-level activities in career education are made for a five-year period beginning in 1979.

1979-80 (YEAR 1)

1. Establish a Career Education Resource Team of at least 20 persons.

2. Disseminate results of the statewide Career Education Needs Assessment.

3. Present Career Education Resource Directory to the state's professional educational organizations (Montana Council of Teachers of Mathematics, etc.).

4. Maintain an effective Career Education Advisory Committee.

5. Establish a Career Education Resource Section in the Office of Public Instruction Resource Center; review all materials for sex stereotyping.

6. Maintain liaison with all local, state and federally funded career education projects.

7. Provide "how-to" sectionals on implementing career education at each Fall Regional Workshop site.

8. Prepare guidelines and request planning and implementation proposals from all eligible applicants for federal funds available under P. L. 95-207.

9. Disseminate results of the Mountain Bell "Cooperative Design for Career Education" project through 10 local Chambers of Commerce.

10. Meet with deans of schools of education and other teacher trainers to help develop career education pre-service programs.

11. Provide technical assistance to local education agencies in the implementation of career education.

12. Provide inservice training for consultants in the Basic Skills Unit on career education resources, materials and techniques.

1980-81 (YEAR 2)

1. Expand Career Education Resource Team to 30 persons.

2. Maintain an effective Career Education Advisory Committee.

3. Conduct regional workshops on development of proposals for federal implementation funding.

4. Call for planning and implementation proposals from all eligible applicants for federal funds available under P. L. 95-207.

5. Maintain a Career Education Resources Section in the Office of Public Instruction Resource Center; increase requests for services by 25%.

6. Maintain liaison with all local, state and federally funded career education projects.

7. Sponsor a State Career Education Conference to communicate career education within the state and to demonstrate successful practices.

8. Provide "how-to" sectionals in implementing career education at each Fall Regional Workshop site.

9. Revise the Montana School Testing Service "Careers" test to reflect the concept of career education.

10. Provide technical assistance to local education agencies in the implementation of career education.

11. Provide inservice training for Office of Public Instruction staff on career education resources, materials and techniques.

12. Assist a local district with adoption of an exemplary career education project from the National Diffusion Network.

13. Cooperate with organized labor to collect materials and resources which depict the history and role of labor in Montana; disseminate pertinent resources through the Montana Council for the Social Studies.

1981-82 (YEAR 3)

1. Expand Career Education Resource Team to at least 40 persons.

2. Maintain an effective Career Education Advisory Committee.

3. Conduct regional workshops on development of proposals for federal implementation funding.

4. Call for planning and implementation proposals from all eligible applicants for federal funds available under P. L. 95-207.

5. Maintain a Career Education Resources Section in the Office of Public Instruction Resource Center; increase requests for services by 25%.

6. Maintain liaison with all local, state and federally funded career education projects.

7. Provide technical assistance to local education agencies in the implementation of career education.

8. Identify sources of funds from business, industry, labor and non-state governmental sources to support career education.

9. Expand opportunities for training in career education at the pre-service and inservice level on college campuses by 40%.

10. Assist three local districts with adoption of exemplary career education projects from the National Diffusion Network.

11. Cooperate with organized labor to collect materials and resources which depict the history and role of labor in Montana; disseminate pertinent resources through the Montana Council for the Social Studies.

1982-83 (YEAR 4)

1. Maintain an effective Career Education Advisory Committee.

2. Conduct regional workshops on development of proposals for federal implementation funding.

3. Call for planning and implementation proposals from all eligible applicants for federal funds available under P. L. 95-207.

4. Maintain liaison with all local, state and federally funded career education projects.

5. Sponsor a State Career Education Conference to communicate career education within the state and to demonstrate successful practices.

6. Provide technical assistance to local education agencies in the implementation of career education.

7. Identify sources of funds from business, industry, labor and non-state governmental sources to support career education.

8. Expand opportunities for training in career education at the pre-service and inservice level on college campuses by 25%.

9. Assist three local districts with adoption of exemplary career education projects from the National Diffusion Network.

10. Conduct a random sample survey of Montana students to determine needs not being met through existing career education efforts.

1983-84 (YEAR 5)

1. Maintain an effective Career Education Advisory Committee.

2. Expand State Career Education Resource Team to 50 persons: increase use of this team in local districts by 50%.

3. Maintain liaison with all local, state and federally funded career education programs.

4. Provide technical assistance to local education agencies in the implementation of career education.

5. Identify sources of funds from business, industry, labor and non-state governmental sources to support career education.

6. Expand opportunities for training in career education at the pre-service and inservice level on college campuses by 25%.

7. Conduct a random sample survey of Montana educators (administrators, teachers, counselors) to determine the relationship of career education to other educational priorities.

VIII. MANAGEMENT PLAN

Planning

This document contains the five-year program of activities to be undertaken by the State Career Education Coordinator. These activities resulted from a needs assessment of Montana citizens. The data was statistically analyzed and relationships that seemed unlikely due to chance occurrence were especially noted. While students ultimately are to benefit from the Plan, most of the efforts are directed to the intermediary, the local educators. Because of the state's size and sparsity of population, special consideration was given in planning to the use of those procedures which are most cost efficient.

Organizing

The unity and span of control are no problem since the State Career Education Coordinator reports to the Co-Directors of the Basic Skills Unit. A Director is one of the highest levels of management within the Office of Public Instruction. Many of the other cooperating Office of Public Instruction staff members mentioned in the State Plan serve a staff function. Most are housed in close proximity to the Career Education Coordinator thus facilitating communication.

Directing

Overall responsibility for carrying out the State Plan will rest with the Career Education Coordinator within the Basic Skills Unit. Other specific units within the Office of Public Instruction, such as the Department of

Financial Services, will be asked to assume appropriate responsibilities to assist with State Plan development. Such requests for assistance will follow the usual practice of writing a "Letter of Agreement" between units. This agreement will specify tasks to be accomplished, time lines and specific individuals assigned to carry out tasks. The Department of Financial Services, for example, will be requested to disburse and account for federal funds paid to LEA's under the Career Education Incentive Act.

Coordinating

Generally, the Office of Public Instruction has one person assigned to each subject matter responsibility. Each person has considerable autonomy to complete his/her professional responsibilities. The professionals serve a staff relationship with their peers. The relatively small staff in comparison with the size of the state has led to a high degree of mutual cooperation. Most of the professional staff are housed in one building. An efficient internal telephone and mail system facilitates the coordination of program activities.

Controlling

The State Career Education Coordinator serves under the supervision of the Co-Directors of the Basic Skills Unit. Effective management is maintained through monthly program coordination meetings between the Coordinator and the Co-Directors, school visitation reports, monthly reports and itinerary schedules. The Co-Directors receive monthly fiscal reports on each budget program under their supervision.

IX. EVALUATION

The Montana Career Education Coordinator will utilize career education test scores of the Montana School Testing Service (MSTS) as an indicator of student progress. Approximately 11,000 students in grades six and twelve take this yearly test, which is 60 per cent of all who are eligible. Since 1975 there has been a steady increase in the mean student scores. It is anticipated that the present tests will be rewritten during the 1978-79 school year and will be used during the 1979-80 school year. The new tests will reflect the philosophy and intent of the State Plan. These new tests can serve as one indicator of career education impact.

The Career Education Coordinator works under the supervision of the Co-Directors of the Basic Skills Unit. A director meets monthly with the Coordinator. These personal meetings involve a review of the past month's activities as well as a projection of the coming month's activities. Documentation prepared for these meetings will serve as evaluative data. Other primary sources of quantitative data are reports of school visitations.

Other primary sources of numeric information will come from the Office of Public Instruction consultants responsible for Project Exchange and Project VIEW. Project Exchange provides curricular and research data on a wide variety of school related subjects. Project VIEW provides schools with job related information.

The basic evaluation of the State Plan will be the degree of completion of the tasks proposed in the one- and five-year plan. Supporting documentation will be quantitative measures such as the number and kinds of

materials distributed and numbers participating in various meetings and workshops. Subjective evaluation of participants at meetings generally is gathered by evaluative instruments prepared by the Superintendent's Office.

The five years' planning depicted in this document is subject to revision and modification as time and circumstances demand. The yearly update of the program will be completed at budget time in consultation with a Co-Director of the Basic Skills Unit.

APPENDIX A

MONTANA CAREER EDUCATION STATE ADVISORY COUNCIL

Name	Organization/Address/Phone	Representing
Ms. Betty Lou Hoffman	Manager, Division of Field Services Office of Public Instruction Helena, Montana 59601 Phone: 449-3126	Vocational Education
Mr. Herbert Waltermire	Assistant Deputy Administrator Employment Services Bureau Room 201, Employment Security Building Lockey and Roberts Helena, Montana 59601 Phone: 449-2493	State Government
Mrs. Earlene Thares	Employment Manager and Recruiter Mountain Bell 560 N. Park Street Helena, Montana 59601 Phone: 449-3245	Business
Mr. J. Melvin Williams	State Chamber of Commerce Board of Directors P. O. Box 245 Laurel, Montana 59044 Phone: 698-4385	Business
Mr. Ralph Peck	Administrator, Centralized Services Department of Agriculture 1300 Cedar Street Helena, Montana 59601 Phone: 449-3144	Agriculture
Ms. Candy Brown	Human Resources Development Institute Area Representative AFL-CIO Lundy's Shopping Center Box 1176 Helena, Montana 59601 Phone: 442-1708	Labor
Dr. David Smith (Chairperson)	Dean of Education University of Montana Missoula, Montana 59812 Phone: 234-4911	Higher Education
Mr. Stephen Hoppes	Principal, Meadowlark School 215 South Maryland Conrad, Montana 59425 Phone: 278-5620	School Administrators

Name	Organization/Address/Phone	Representing
Mr. Donald MacLennan	Principal, Custer Co. District High School 20 S. Center Avenue Miles City, Montana 59301 Phone: 232-4920	School Administrators
Mr. Wallace Vinnedge	County Superintendent of Schools Flathead County Box 997 Kalispell, Montana 59901 Phone: 755-5300 ext. 251	School Administrators
Mr. Mike Mikota	Counselor Hardin High School 702 N. Terry Street Hardin, Montana 59034 Phone: 665-1908	Counselors
Mr. Craig Price	Counselor Sidney High School 4th Avenue, SE Sidney, Montana 59270 Phone: 482-2330	Counselors
Mr. Keith Lewis	Math Teacher Wolf Point High School 213 6th Avenue, S. Wolf Point, Montana 59201 Phone: 653-1200	Teachers
Mr. Ken Minnerath	Elementary Teacher Eastern Elementary School Eastern Montana College Billings, Montana 59101 Phone: 657-2210	Teachers
Mr. Jeff Dietz	Supervisor Career/Vocational Programs Missoula County High School District Administration Building 915 South Avenue, W. Missoula, Montana 59801 Phone: 728-2400	Vocational Education
Mrs. Norma Jensen	Circle Montana 59215 Phone: 485-2270	Parents
Mrs. Gladys Vance	President Montana Congress of Parents and Teachers 2509 5th Avenue, S. Great Falls, Montana 59401 Phone: 452-0026	Parents

Name	Organization/Address/Phone	Representing
Miss Nancy Daniel	State Student Council Organization 1610 Knight Helena, Montana 59601 Phone: 443-3095	Students
Ms. Levon French	Director of Indian Career Services Eastern Montana College Billings, Montana 59101 Phone: 657-2145	Minorities
Mrs. Penny Bullock	Chairperson School District No. 1 Board of Trustees 1920 Highland Helena, Montana 59601 Phone: 442-8244	School Boards/ Parents
The Honorable Aubyn Curtiss	Representative District No. 20 Deep Creek Road Fortine, Montana 59918 Phone: 882-4448	State Government
The Honorable Greg Jergeson	Senator District No. 3 Box 8 Star Route 71 Chinook, Montana 59523 Phone: 357-2627	State Government
Patrick Feeley	Career Education Consultant Office of Public Instruction Helena, Montana 59601 Phone: 449-3806 1-800-332-3402	Montana Office of Public Instruction
Paul Spoor	Federal Programs Consultant Office of Public Instruction Helena, Montana 59601 Phone: 449-2057 1-800-332-3402	Special Education
Jack Martin	Secondary Teacher Fort Benton High School Fort Benton, Montana 59442 Phone: 622-3721	Teachers

APPENDIX B

CAREER EDUCATION ADVISORY GROUP

SUBCOMMITTEES

Conference Planning

Betty Lou Hoffman
David Smith
Jeff Dietz
Gladys Vance
Penny Bullock

Business and Labor

Herb Waltermire
Earlene Thares
Candy Brown
Craig Price
Aubyn Curtiss
J. Melvin Williams

Parent/Student

Ralph Peck
Wally Vinnedge
Norma Jensen
Nancy Daniel
Gladys Vance
Levon French
Greg Jergeson
Jack Martin

Teachers/Administrators/Counselors

Steve Hoppes
Don MacLennan
Mike Mikota
Keith Lewis
Ken Minnerath
Jeff Dietz
Paul Spoor